JAN 16 1928

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# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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# EDITORIALS

## Loans to College Students

EVERY American youth who desires a college education, and whose life in school and out justifies belief that there is some higher institution—academic, professional, commercial, or industrial—where he could study to advantage, will be able to continue his studies.

Loans to such students are now abundant, and they will increase until none needs to be deprived of any opportunity by which he can profit.

These students are of inestimable service to the institutions they attend. They never disgrace the institution by carousals, by disloyalty to faculty, to college, to country or to civilization.

---

The most comprehensive administrative reorganization of the University of Pennsylvania in one hundred and thirty-six years has been completed and will begin the new service of the University in the near future. The organization created in 1791 was evidently inadequate for present needs, especially as the University, which has raised $10,000,000 in recent years, expects to raise $35,000,000 by 1940. To appeal successfully for such a vast sum necessitates public confidence that the administration of the University, scholastically, educationally, and professionally in every department as well as financially, is thoroughly modern.

---

## Chancellor Hunter of Denver

THE election of Superintendent Hunter of Oakland, California, as Chancellor of Denver University has high significance. It is the first time that as important a university as this has chosen as its chief a city superintendent and we think it altogether probable that this will turn the attention of colleges and universities to the administrative genius and masterfulness of city superintendents.

The achievement of Dr. Hunter in Oakland

demonstrated rare administrative wisdom. When he accepted the superintendency of Oakland there were as many complexes in the problems as could be imagined. There were innumerable opportunities for administrative mistakes.

Oakland was emerging from a suburb into a metropolitan city. It was to rival not only San Francisco but Los Angeles in hotels, in municipal auditorium, in Chamber of Commerce, in clubhouses and in every other way, and as superintendent of schools Dr. Hunter took front rank in every line of city promotion. This was unprecedented recognition in a city as prominent as Oakland in the presence of cities as national as San Francisco and Los Angeles.

This was not accomplished by diverting time and talent to politics, but by magnifying the public schools, by harmonizing city interests along all lines through heightened efficiency of the schools in every direction. Dr. Hunter has never aspired to any leadership except through functioning of the public schools, and we are confident that he will prove to be the greatest asset of Denver, whose personality has already had admirable demonstration.

Chancellor Hunter will make a wonderful university and thereby will make Denver even a greater American city than she would be without his professional leadership.

---

Albert Bushnell Hart is a little rougher in his handling of the anti-George Washington books than any one has been in discounting the George Washington history.

---

## A Significant Million

THOSE who have known President Cloyd H. Marvin of George Washington University in his administrative career are not surprised to find him leading the University at an early day in a really wonderful new career. The University is 107 years old, and the nation's capital has been longing for academic distinction, but the first vista of the desired vision has come in the first few months of Dr. Marvin's administration.

The first million dollars ever given to any university in Washington, and the first gift of any amount for such a "School of Government" as is to be established in the nation's capital, will make the year 1927 famous for all time.

The Supreme Council, Scottish Rite Masons of the Southern Jurisdiction have provided a million dollars for the establishment of a "School of Government" in George Washington University. The disposition of the fund will be entirely in the hands of the University trustees.

This "School of Government" will probably make Washington the centre for students of the service of government. It is a memorial to "George Washington, the Mason," whose expressed wish was that there might be in the national capital a university where the youth of the land "might acquire knowledge in the principles of politics and good government."

The University, serving a student body of more than 5,000, has been on practically a self-supporting basis in the past, a large part of the available funds of the institution being derived from tuition payments. Because of the opportunities it affords ambitious young people to earn their living while obtaining an education, and because of its location at the seat of government, George Washington has come to fill a place of great responsibility in the educational life of the nation.

In accepting the gift on behalf of the University President Cloyd Heck Marvin said: "This is not only one of the most generous gifts to education in America, but one of the most significant. . . . The establishment of such an institution at this time is not only fitting but peculiarly appropriate. In these days when pernicious influences are at work to spread throughout the land subversive types of government ideals; when false social and political ideals are being engendered and fostered by partisan organizations, and when prosperity tends to make us careless of our sacred trust of American ideals, mere theoretical teaching of political science and mere exhortation to good citizenship cannot achieve such purposes. Young men and women must not only study political theory but they must also study governmental procedure and know how it really works to realize the fundamental principles of the Constitution. Such practical study of the Government in action can best be carried on in Washington."

---

## Givens to Oakland

W. E. GIVENS, superintendent of San Diego, accepts the superintendency of Oakland to succeed Dr. Frederick M. Hunter, when he becomes chancellor of Denver University on July 1. Givens was Hunter's assistant before he went to San Diego a few months ago. His salary at Oakland will be eleven thousand dollars with automobile. San Diego has had three superintendents in 1927.

---

## New President for W. Va. University

JOHN ROSCOE TURNER, president-elect, State University, West Virginia, Morgantown, is a native of West Virginia, and for nine years has been Dean of New York University. President Trotter of West Virginia for twelve years, resigned two years ago, but his resignation was not accepted until the election of Dean John Roscoe Turner, who assumes the presidency in July, 1928, when Dr. Trotter will retire.

# Men of Achievement

By A. E. WINSHIP

## *O. J. Laylander*

IF ORANGE JUDD LAYLANDER had achieved nothing other than "The Chronicles of a Contented Man" his achievement would have justified a place in our series of "Men of Achievement."

In the first place to have concealed the fact that "O. J." meant "Orange Judd," and the reason for the name for sixty-eight years is quite an achievement.

Mr. Laylander, who has contributed much to the professional service of the publishing house of Ginn & Company, has added greatly to the contentment of a large circle of associates in his sixty-eight years of a contented life and has rendered a real service in the achievement of this story of the world as he has known it from childhood.

It is a literary work of art to put into one hundred and fifty pages an attractive story of every phase of an interesting life with captivating descriptions of every place in which his lot has been cast, with brilliant interpretations of the changes of three-score years in domestic, industrial and professional life, and in religious, educational and political tendencies.

The highest range of Laylander's art is his human characterization of the intimate acquaintances, especially of his professional and business associates.

There are five pages of characterization of Iowa leaders of 1890. "President MacLean of the State University possessed a fine personality, suave, genial, polished, cultured. This smiling, well-groomed, prematurely gray gentleman was attractive in any group. He always sounded as he looked. His words were chosen with the utmost care. He saw to it that there were no flaws in his logic. . . . He expected you to remove your hat in his presence. He provoked admiration and knew that he could get it.

"Beardshear, president of Iowa State College at Ames, brilliant, big of body and of brain, approached genius. He had a wonderful gift of speech, and often his poetic flights seemed almost inspired. He was scholar, poet, philosopher, friend. I enjoyed his close companionship.

"Seerley, State Teachers College, lacked the scholarly polish of MacLean, the personal charm of Beardshear, but he was by far the best producer of the three."

In our Homer Seerley issue of the Journal of Education in 1925 Mr. Laylander contributed a really wonderful tribute to Dr. Seerley, from which we quote a few of the more than forty lines.

"Who made you, Homer Seerley?"

* * *

"You are the sturdy oak of the forest, yielding not one jot to the graceful elm, the sturdy pine, or the thick-leaved maple."

* * *

"The timber that comes from your log is enduring."

* * *

"You occupy your own place and none can encroach or should encroach upon you."

* * *

"I rejoice with you, Homer Seerley. Rejoice over the great monument you have erected.

"A monument to sagacity, virility, and vision.

"Wrought of rough granite and laid in the everlasting mortar of love."

There is a charming tribute to a long-time personal friend of ours, which we gladly include in this reference to Laylander's "Chronicles of a Contented Man":—

"There was another man whom I found most exhilarating—Silas Y. Gillan, of Milwaukee, educator, editor, who possessed the most logical mind of any man I ever met. He was a keen analyst, gifted in expression, relentless in argument. I found myself notably influenced by his personality, and always to my betterment. A pity there are not more of his kind."

---

## A Reasonable Faith In Education

**We cannot push forward our educational endeavors unless we have a reasonable faith in the possibility that they will improve the child's power to deal with intellectual tasks. It is better to err on the side of too much faith in education than on the side of too little faith, because the latter error will paralyze our effort. A serious overestimation of the possibilities of education in the case of an individual or a group, produces of course large waste in educational effort. What we should seek is a true estimate of the possibilities of training. We must always, in making such an estimate, allow for a margin between the effectiveness of our present methods and the effectiveness of superior methods which may be developed in the future. Our best course, then, is to base our educational efforts upon a fair estimate of the present possibilities of education plus a reasonable allowance for a possible increase in effectiveness in our educational procedure.** —Frank N. Freeman, University of Chicago.

# Belding's Page

### *WHAT VALUE TESTS?*

NO SINGLE phase of education shows a wider discrepancy than the value attached to examinations. Some outstanding educators would rely solely upon intelligence tests to determine a youth's ability. At the opposite extreme are those who would rely solely upon a pupil's daily work, as observed and graded by the teacher, to determine rating.

Between these ends is the vast majority of the profession who still believe that a combination of written test and daily marking affords the best practical index of individual ability and progress.

Even among the large class of teachers just mentioned as holding the middle ground, are great divergences. Should the examination be counted as a tenth, a fifth, a fourth, a third, a half, two-thirds, four-fifths, or what?

Far be it from me to become didactic upon so mooted a point. I should, however, like to raise my voice in protest against any system which counts an examination, taken once or twice a term, as equal in significance to daily work done under the eyes of a teacher with pencil in hand to note the quality. It is manifestly unfair to a pupil to be judged preponderantly upon a solitary formal "showdown," when he or she may be adversely affected by ill health, exhaustion, or the mistaken judgment of the examiner as to what the class ought to know and be able to tell within a given period.

The pendulum at one time appeared to have swung away from reliance upon examinations toward reliance upon daily recitations. Perhaps in most institutions the pendulum remains in that position. But in some, alas! the examination is nearly everything—as if a teacher could know a pupil by virtue of a semi-yearly probing!

### *ELEMENTARY PRINCIPALS*

ONE of the hopeful signs of the times is the growing consciousness on the part of elementary school principals of their own importance in the scheme of public education. These men and women occupy key positions in the training of boys and girls. The schools are largely what these principals make them. The example of the principal affects the character and behavior of pupils. If the head of the school is the right sort of person, he or she builds up the morale of the teaching force. The principal is the friend of every teacher and every pupil. He reduces waste and friction to a minimum. He enables every one to function at his or her best. He removes the snags that hamper progress. He solves the problems of the exceptional pupil—exceptionally bright or dull, troublesome or indifferent. He learns their home backgrounds. He overcomes waywardness and sets boys and girls on right paths.

Withdraw from our school system the elementary school principals and you will see the structure collapse.

Many years have passed, however, without the importance of the elementary principal being generally noted. In the great majority of cases these principals are shamefully underpaid. This is why the position has not attracted so many high grade men and women as ought to be filling such a station. The marvel is that it has drawn so many splendid people as it has. Almost always you are impressed with the earnestness and the self-sacrificing qualities of these pivotal educators.

It is a grand thing to see them organizing, by cities, counties, states and as a national body. Of the 50,000 principals, only 4,000 are yet enrolled in the Department of Elementary School Principals of the National Education Association. But even 4,000 is encouraging for so young a movement. The enrollment will increase steadily in response to the work of energetic membership committees.

By keeping the professional spirit uppermost the organized principals of America can best win appreciation of their worth and at the same time enhance their usefulness and their joy of achievement.

### *SCHOOLHOUSE PLANNING*

THE planning of a school building should be done with the close co-operation of superintendent and principal. Usually the architect realizes the value of the suggestions which are to be had from school executives who know actual conditions, and such officials are invited to check over the plans. It would be even better if one or more people intimately connected with the schools were invited to serve on the building committee. Why this is so rarely done would be hard to say.

Even the best of architects and the most alert committee of practical citizens, experienced in construction work, will usually fail to see some obvious defect which a principal would discover at a glance. No one knows so well as the principal of a school just how every part of it is to be utilized and what is required to make perfect functioning.

It pays to let experienced schoolmen sit in from the beginning at conferences over school planning. Allowing them a casual opportunity to look over the plans when nearly everything has been decided, is not the most effective method.

Anson W. Belding

*Associate Editor.*

# Supervision Calls for Team Work

By BEATRICE M. BROWN
Revere, Mass.

COMMON sense assures us that without supervision true organization would be impossible. Even in a group of children at play a leader can be found who directs the game. Without leaders of city, state, and nation our democracy would be chaos instead of well-ordered government. In the same way, in any well-ordered school system, supervision is necessary from the superintendent down to the teacher.

It will be well for the reader to keep in mind the fact that although there are undoubtedly multifarious viewpoints on the subject of supervision the writer is dealing only with that of the teacher.

I shall begin with the supervisors of the special subjects. Each of these supervisors has received special training to enable him to teach and to supervise the teaching of his particular subject. The teacher follows the schedule laid out by the supervisor. She knows exactly what is expected of her and endeavors to the best of her ability to work out the plan given.

Not every teacher can do excellent work in every subject. A wise supervisor realizes this. In judging the teacher's ability he takes into consideration the group of children with which the teacher is working. He studies each group during his visits, enough to know whether the teacher is bringing out the best in the class or not. If he decides in the negative he tries to place his finger on the difficulty and to remedy it. If he finds that she lacks, not ability, but confidence, he endeavors to imbibe her with the needed confidence in order that she may be able to do justice to the work in hand. He may discover that the teacher has real talent in the subject supervised. In that case he can afford to be interested in her ideas on the subject. It is the privilege of the supervisor to request them.

A teacher usually gives to the supervisor the same amount of co-operation that is extended to her. Only that supervisor who is helpful to the extent of working *with* the teacher can expect successful work to be accomplished in his given subject.

While the opinions of the supervisors of the special subjects are valuable, yet the detailed rating of the teacher lies mostly within the power of the superintendent and the principal. Of the two, the supervisor with whom the teacher has most to do is the principal.

## THE SUPERINTENDENT

The superintendent, however, has a right to know if he has in his teaching force the right kind of teachers or if they can do the work that has been assigned to them. Hence his visits.

As supervisor of both principal and teacher his is a big responsibility. A good superintendent desires to keep the morale of his teaching force high. He knows that this is the best way to procure good results in the teaching.

Kindly or constructive criticism of the lesson presented during his visit or of the attitude of the class and teacher, helps considerably. A teacher is much more encouraged to know that the superintendent has seen something good in the classroom than to imagine—perhaps from some criticism made only for improvement—that the superintendent does not consider her work as well done as she conscientiously intended it should be.

On the other hand, any fair-minded teacher is glad to have a point that needs correction brought to her attention. By such a teacher a criticism given in the right spirit by the superintendent is received in the same spirit and gladly acted upon to the best of her ability.

## THE PRINCIPAL

Some writer has stated a teacher's problem thus: "Given forty little people or more, seven divisions of arithmetic, 300 spelling words, so many pages of geography, so many pages of history et cetera. Given also ninety days. The game is to move the given materials from the outside to the inside of the heads of the forty little people in the ninety days."

Quite obviously the teacher's game is to do the moving of the given materials. To see that the teacher accomplishes this remarkable feat is quite as obviously the game for the principal.

It is impossible for the principal to supervise every recitation given in her school. She does not expect to do this. Still, it is decidedly her privilege to know what is being accomplished in the work of the school. How else will she know by what means or methods she can be of direct aid to her teachers?

The usual ambitious teacher wants to make a success of her class as much as the principal wishes to make a success of her teacher. The attitude of the principal in this regard does much toward keeping the teacher's ambition alive.

A pleasant, courteous, co-operative attitude on the part of the principal calls forth the same in the teacher. It is true that the principal sets the standard for her building just as the teacher sets the standard for her classroom.

The effect on the children of this co-operation between principal and teacher is marked. They sense it almost immediately and act accordingly.

The principal gives help in discipline only when it is requested. Common sense tells her that no teacher will request aid unless she considers it an urgent necessity. Therefore the principal gives the case which is brought to her attention her most thoughtful and patient consideration. Prompt and just action on the part of the principal is the result.

In every case of discipline the children get the unvaried impression that the principal is giving to the teacher her most loyal support without in the least infringing on the rights of the teacher as disciplinarian of her own room. More harmony in the classroom is the result and the teacher is better able to conduct her recitations.

That principal who enters a room to find something good usually finds it. She judges righteous judgment. She gives praise where it is most needed, when it will do the most good or as a reward for the teacher's effort, not always for what she actually accomplishes. A recitation, to merit praise, need not necessarily be a surpassingly marvelous piece of work!

The principal remembers that the lesson being presented belongs to the teacher. Even if she has a valuable addition to make she silently acknowledges by her manner that the lesson is still in the hands of the teacher. Sometimes the principal presents a model lesson. The teacher is happy to note the points of excellence and to profit by them.

A tactful principal leaves at the psychological moment. She knows that the teacher and pupils have as much right to be alone at times "to work out their own salvation" as the principal has to remain after the psychological moment has passed if she wishes!

Often as a reward to the children for good work the teacher invites the principal to hear the results. The principal accepts the invitation if possible and voices some word of appreciation—all of which makes for a better class spirit and in this way is of direct aid to the teacher.

Every principal should be able to give intelligent advice on the teaching of any subject in the curricula by ideas from her own wide experience or by reference to an up-to-date professional book that will meet the need of the teacher.

Interesting teachers' meetings are a necessity. Most principals plan to depart from the usual "notice" program in some different way at every meeting.

By the principal's attitude in her daily contact with the teacher in the classroom or in the teachers' meeting she gives to the teacher the impression that the principal is there not simply to see that the teachers covers all the work set forth in the several syllabi or to see that the subject matter is properly transferred to the heads of the forty little people, but with her larger experience to help the teacher find and use the best modern methods of presenting the subject matter to that particular group of children with which the teacher is working.

The conclusion of the whole matter is that all must work together—teacher, principal, supervisor and superintendent. Co-operation is the main essential of good administration. "It's the long pull, the strong pull, the pull all together," or with Kipling, "It's the everlastin' team work of every livin' soul."

---

## Which Is Your Class?

By R. RHODES STAHLEY

Do you belong to the jawbone class, the class of folks who talk
About the many things they'll do, the paths of fame they'll walk,
Who boast about their conquered worlds and deeds right nobly done,
While yet their efforts end with words, no task is e'er begun?

Do you belong to the wishbone class, the class of folks who long
That wealth and fame might flow to them for just a little song,
Who wish that ease would be their lot and praise their fortune, too,
While all the while they nod and smile and naught but nothing do?

Do you belong to the backbone class, the class of folks who work
From early morn till late at night and never duty shirk,
Who dig right in and fight their way toward the grand success
That waits ahead for folks who give and always do their best?

—"The Watchword."

# Know Your Schools

By JEREMIAH E. BURKE
Superintendent, Boston

MODERN education is characterized by humaneness. It provides not only for the normal and accelerant child but likewise for the unfortunate and the misunderstood. It strives to remove restraints of all kinds and to make children free. It recognizes children as individuals and adapts education to the variation in types of individuals. Herein it is in harmony with the fundamental principles of the Declaration of Independence, for equal opportunity in a democracy implies that every boy and girl—whatever be his or her special equipment—shall have an even chance with his fellows to develop and make the most of himself and of his opportunities.

Therefore, in our schools we are offering suitable forms of instruction to the physically handicapped, such as the deaf, the semi-blind, the speech defective, the epileptic, the undernourished, the delinquent, and to children housed in hospitals and institutions who otherwise would receive no education at all. Boston is also taking care of two thousand children of slow mentality in its schools.

The normal child likewise has a great range of capacities and varieties of tastes that need to be satisfied. Accordingly beginning at the dawn of adolescence in the seventh grade choices of subject and courses are allowed, constantly expanding as the children progress. Provisions are made for those preparing for college or Technology, for those intending to enter business, for those aiming at clerical work, for those looking forward to trades or industries and for those who may become home makers.

It should be observed that there is everywhere throughout the entire school system the greatest possible flexibility permitting easy transfer from one school to another, or from one course to another wherever it is to the advantage of the pupil.

Now what are the results of this policy of differentiation of subjects and courses? Take the child of slow mentality. Under the older systems of education this group was eliminated altogether. They were the dunces, the outcasts. A study of these children proves that they are educable, and when properly trained become self-respecting, economically independent, productive and serviceable members of society.

Habitual truants and school offenders are sent to our Disciplinary Day School. The humane treatment accorded these children in this institution is a tribute to our whole school system. These boys are regarded as mentally sick, and it is presumed that with the right sort of treatment they will recover. In fact, a great majority of these boys as a result of their training in this school have been sent along the road to health, success, happiness, and good citizenship.

Let us consider some of the types of instruction adapted to more normal children. Take the group preparing for college for instance. About 35 per cent. of our pupils in the upper grades are taking these courses. Reports from colleges universally testify to the excellence of the students from the Boston public schools. A word concerning these later.

Recently a study was made of the class of 1920 of the English High School. This was five years after graduation. Of these graduates who pursued a business course in the English High School, 72 per cent. are today employed in business activities, showing that the courses offered actually function in later life. Furthermore, graduates of our high schools regard their education not as completed, but as only beginning, as is shown by the fact that of the 348 English High School boys, 85.2 per cent. are pursuing their studies beyond graduation, 33.7 per cent. have received degrees from colleges, and a considerable number are attending college as candidates for degrees.

The Boston Clerical School for Girls is a very high grade commercial college. It takes for the most part girls who have completed their high school course. All of these girls function in clerical pursuits for which they have been prepared in the Clerical School.

At least 85 per cent. of the graduates of the High School of Commerce go directly into business, either in the secretarial, accounting, or distributive departments of commerce. Large numbers of these boys after completing their high school course are found at Northeastern University, Boston University, College of Business Administration, Bentley School of Accounting, Suffolk Law School, and in other institutions of learning.

We are old-fashioned enough at least in one respect. We believe that the most laudable and the happiest career for a woman is that of mother of a household. Therefore, in all types of instruction we emphasize the training of girls to become homemakers through our courses in household science and arts. These courses train girls for home life principally, but it also gives fundamental training in household management, science and arts, which may become the means of earning a living. From the vocational training received in these courses many girls go directly into such activities as mother-helpers, cafeteria work, demonstrating and selling food products, while

many become workers in the field of millinery and dressmaking. Of the 199 girls graduating from the High School of Practical Arts with the class of 1926, 108 found employment along lines pursued in the school, 63 went into higher education, and 12 married. Only 16 girls are in lines of work other than those for which they prepared.

For several years there has been a justifiable demand for industrial education. In Massachusetts during Governor Douglas's administration a commission was appointed that made a thoughtful investigation and an exhaustive report on this subject. The existence of the Boston Trade School is in response to this need for trained workmen. For generations our highest skilled craftsmen have been trained in the old countries. Superintendents of our factories were foreign-trained men, our American youths taking the less responsible positions. Federal, state, and city governments have been making appropriations for the promotion of industrial education. This is of special importance to New England, whose chief business is industry. The statistics of the Boston Trade School for boys show that over 80 per cent. of the graduates—meaning by that graduates of either one, two, three, or four-year courses—, have found their places in the trades for which they were trained; and the most gratifying part of it is not merely the numbers that have succeeded, but the degree in which they have succeeded. What has been predicated above in regard to the Boston Trade School for boys applies equally to the Trade School for Girls, showing the extent to which they are actually functioning in the lives of their students.

It is interesting to note that of the boys who complete the ninth grade of the Mechanic Arts course in the intermediate schools 70 per cent. enter Grade X of the secondary schools. The remaining 30 per cent. go into the trade or similar work. On the other hand, between 70 and 75 per cent. of the graduates of the Mechanic Arts High School are engaged in occupations fairly or closely related to the character of the work they did in school. A large number of these boys go into the productive side of industry.

The co-operative work in the general high schools includes instruction in electricity, sheet metal work, auto mechanics, woodworking, and machine shop practice. This work is conducted on a part-time basis, that is, pupils are in the shop and in the schools during alternate weeks. The academic instruction in the school is related closely to the shop work.

The value of these part-time courses to the pupils is evidenced by the significant fact that 82.7 per cent. of the graduates are actually employed in the particular industry for which they were trained in the school. What is said of these courses applies with equal force to the co-operative salesmanship courses which are pursued by the girls in our high schools under the general scheme of part-time instruction. These observations apply likewise to our agricultural part-time course for the boys.

Experience with the part-time co-operative courses convinces us of their great educational value. We believe that wherever practicable in trade, industry, and business classes should be established in order to relate and integrate school and occupational experiences, and thus to better prepare boys and girls for future service.

Here is a place where leaders in business and industry should co-operate with the school and promote along intelligent lines this practical kind of inter-related education where the responsibility must be, and is, shared by all the co-operating agencies.

A word should be said about our Continuation School for boys and girls. As long as boys and girls remain in school we are confident their time is well spent. Boys and girls who go to work become money earners and money spenders. Unless we exercise great vigilance the influence of the home and the school is impaired because of this newly assumed independence. Here the Continuation School steps in and exercises a stewardship over these boys and girls during the impressionable years between fourteen and sixteen. The intellectual, physical, and moral influence of such a school upon these pupils cannot be over-estimated.

Administering a system organized upon the broad and democratic principles of the Boston schools will cost money. You cannot have these facilities, and offer these diverse and vitalizing opportunities to the children of the city without paying for them. I know of no place where the people's money is expended more economically, or where it yields a larger return than in the expenditures for public schools. In fact, a study of Dr. Ayres, the noted statistician, of the school systems of the country proved that the cities spending the largest amounts for education had conspicuously the best schools.

In our humane treatment of children we are holding them in school as never before. The awful mortality of former years is disappearing. It seems unnecessary to discuss the advantages intellectually, economically, socially, and morally of keeping in school a child happy at his tasks. If he were not in school where would he be? The child under sixteen is unprofitable, unproductive, and undesirable in trade or industry. If he leaves school under sixteen he becomes subjected to the dangers and temptations of our cosmopolitan civilization. He is found too frequently in blind alleys and on street corners. Retention in school means increased production and earning power. It means happier lives of children who have found their

places in society. It insures better citizenship.

Much of the increased cost of maintaining the Boston public schools is due to the fact that we are holding more children in school than ever before, and because these children are advancing to the higher grades, where the cost of instruction is much greater than in the lower grades.

Here is an illustration of the upward flow of school attendance in Boston. During the past ten years our attendance in day school has increased about 20 per cent., while the attendance in high schools has increased 60 per cent. At the same time the attendance in our trade schools increased from 555 to 1,167. Our Teachers College increased in the same period from 268 to 795, an increase of 200 per cent.

It has been reported frequently, and undoubtedly it is true, that in proportion to our population there are more pupils in the Boston public high schools than in any large city in the country. From statistics available for 1925 we quote the following record of membership in the high schools of cities comparable in population.

| | |
|---|---|
| Cleveland | 13,144 |
| St. Louis | 11,305 |
| Baltimore | 7,337 |
| Boston | 21,354 |

During 1927 Philadelphia with a population of over 2,000,000 had an average enrollment of 28,309. Boston during the same year with a population of less than 900,000 had an average high school enrollment of 21,347. In other words Philadelphia with a population over twice as large as Boston had a high school enrollment only one-third larger.

The generosity of the citizens of Boston in providing adequate housing accommodations for school children is evidenced by the substantial amounts raised for this purpose by taxation during recent years. There has been made available for purchase of school sites and for the erection of new school buildings and the furnishing of the same during the period 1920-28, inclusive, the sum of $27,500,000. It should be reported that in all these instances the amount raised or to be raised comes from current taxes, and not from the issue of bonds. In addition to these sums there has been available for alterations and repairs of school buildings and for the furniture and fixtures for the same about $1,500,000 yearly.

These sums for construction of new buildings and for repairs of old buildings are authorized by the legislature and appropriated under legislative acts by the School Committee, but are expended under the direction and control of the Schoolhouse Commission, a body appointed by the mayor of the city.

During the year 1926 there was spent by the Schoolhouse Commission for land, plans, and construction of new buildings, the sum of $4,655,749.21. There was expended likewise for alterations and repairs and for furniture and fixtures $1,623,411.55.

The amount, therefore, actually expended by the School Committee during the year 1926 was not $20,000,000 as so often reported, but rather $13,495,090.85. Of this sum there was expended for salaries of teachers alone the sum of over $10,000,000, leaving approximately $3,000,000 expended by the School Committee for all other purposes.

An increasingly large number of parents are sending their sons and daughters to private schools where the classes are very much smaller than in the public schools, and where the parents believe the instruction is superior. These parents are willing to pay a very substantial sum of money for the privileges extended in these private schools. The amount paid in these private institutions for tuition alone, not including the cost of board, textbooks, or supplies, ranges from $350.00 to $600.00, the average charge being about $400.00.

Now the tuition in the Boston public schools (chargeable only to non-resident pupils) including the cost of maintenance, of instruction, and of textbooks and supplies is only $92.00 for the elementary and intermediate grades, and $143.00 for the high schools. Note the disparity in costs.

Is the assumption on the part of parents that pupils receive better instruction in private schools borne out by the facts? These private schools make a specialty of preparing for college. In colleges the graduates of private and public schools come into direct competition. Only the other day the Committee on Examinations at Harvard announced the names of the public and private school boys admitted to Harvard in the class of 1931 with high marks. This list contains one hundred thirteen names, and of these, twenty-four or over 21 per cent. are graduates of our own Boston Public Latin School. The Public Latin School easily leads all others, public or private. It is gratifying to learn that despite our limitations we still excel.

The pupils of another one of our public schools which is distinctively college preparatory, namely, the Girls' Latin School, are repeatedly winning the most coveted honors in the leading women's colleges of the country.

Apropos of records a survey was made recently of the comparative standings of students at Yale who prepared in private and public schools. The survey shows that in college grades, in percentage to graduates, in intelligence tests and in self-support, public school men are well in the lead. It states, furthermore, that the percentage of public school men who complete their courses is greater than those of private school men. The intelligence tests revealed an average percentage of 71.25 for public school graduates, and 69.88 for the

product of private schools. In the academic grades public schoolmen averaged 73.94 as compared with 68.60 for the private school group. It would seem, therefore, not only in preparation for admission, but likewise for general excellence within the college that students from the public schools are in most respects superior.

We submit these facts in no censorious spirit. We do not question in the least the judgment of parents in selecting these excellent preparatory schools. However, we do make a strong plea for the continuance of a situation that will enable the children of the people to receive an education in no way inferior to the children of the well-to-do. Especially, since the cost of instruction in private schools is from three to five times greater than the cost of instruction in the public schools.

A survey of the school system from the viewpoint of its educational efficiency and cost has been suggested, and at the request of the Finance Commission Professor Cummings of Harvard has presented a plan for a comprehensive study. I am heartily in favor of this proposed survey. I believe the time is opportune for a thorough study of our public school system, and I suggest as certain conclusions are reached and facts and data become available that the result of the investigation be published in the daily papers from time to time, in instalments, in order that our citizens generally may be enabled to read at leisure the various recommendations of the Survey Committee, and form their own dispassionate judgments concerning the work and the worth of our public schools.

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# The Value of Time

By MARY ELIZABETH O'CONNOR
Natick, Mass.

WHAT is the value of time? Has it any value? Do these people who rush along with the tide, striving, pushing, struggling to keep up with the front row, do they know the value of time? Do they, seeking ever beyond the present, counting on the line just ahead with whom they are always trying to catch up, whom they are always trying to overtake, never quite making, ever stretching out, reaching after, not where I am but where I would be, always tomorrow, never today, do they know the value of time? Living ahead, seeing beyond, striving, seeking, searching—do they know the value of time? I wonder!

They who live today as if today had no end, as if all time waited upon their going, always sailing, always floating upon a lily pond, always easy, always seeping, drinking in their full and never hurried. Do they know the value of time? Content to take all that comes their way, gatherers of each day's harvest, satisfied with sitting for their pictures, enjoying, resting, calmly sailing, ever on a gentle rhythmic rise and fall, day by day, taking, giving, meeting, forgetting, smiling, rippling. Do they know the value of time? Every day a thing of itself, made to be lived in gentle harmony, made to be lived and enjoyed where it is with whom it is, nothing before, nothing beyond, just now, just here, just us, just living. Do they know the value of time? I wonder?

Oh, you who've lost your eyes so blue, who sit and gaze with faded hues, whose gaze turns backward as you sit—do you know the value of time? You who rushed and reached and stretched, or idled, lived and loved each day, now as you sit so quietly with inward turned gaze—do you know the value of time? You speak of yesterday, of past glories, past loves, past joys. You are slow and sure and still. Back through the ages you sit and gaze; on through the days you seem to say—"This is how it used to be." Time seems to have dropped away from you. You speak of this man, that act, those days. What of all the hours that went between? Did they count for naught? Can you with your faded, wise old gaze see ahead, a row of high lights down the years and forget the days between as in the past? Is that the way you measure time? Do you know the value of time? I wonder?

Who is right? We of tomorrow, or today, or yesterday? Can we know? Can we tell? Does it matter? I wonder?

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**A professional school controlled by a faculty whose interests are centred elsewhere is in reality an orphanage administered by benevolent sectarians. Our best professional schools have rid themselves of philanthropic volunteers, but they have not always succeeded in replacing them with capable teachers.**

**—James E. Russell.**

# A Superintendent's Message

By WILLARD E. GIVENS
Superintendent, San Diego

THERE has been and still is confusion of thought between that phase of school work which is administrative and that phase of work which is supervisory.

If the school system is to be well administered, direct and specific instructions must be given and followed in order that administration be efficiently and uniformly carried out.

If the work in the school system is to be well supervised NO specific and direct instructions should be given.

All teachers who are trained and qualified as our teachers are have been well grounded in the general method and technique of their work. It is the purpose of supervision, whether it comes from superintendent, principal, or supervisor, to help the individual teacher to improve her method of teaching well. Every teacher in the system has certain ability, which is not given to any other teacher. Good supervision encourages her to develop that ability so that her teaching is the very best which she can do. She may be able to use certain methods and devices used by another teacher or she may not; good supervision never tells a teacher that she must do a certain piece of teaching in a certain way—rather it inspires her and leads her on to think out her own problems, to grow in her position and constantly strive with the God-given ability which she has to give to the children in the way of instruction the very best that it is possible for her to give. This cannot be done unless all supervision is friendly and co-operative.

The supervisors in the San Diego city schools are not asked to be judges in any way of whether your work is good or bad; it is their duty and they are all anxious to come to you as a friend to give you every assistance which it is possible for them to give, to help you study your own problems and grow professionally on your own job. The supervisors in the San Diego city schools are asked to do just one piece of work, and that is to help our principals and our teachers to think out their own problems and grow professionally on their own jobs in order that the teaching of our children may be of the very best. The ways and means used by supervisors in doing this is left to their own good judgment.—Circular on Supervision.

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## The Freshman's Soliloquy

By ROSE FROTHINGER

To study or not to study; that is the question.
Whether it is nobler in the mind to suffer
In brain-racking awe of outrageous assignments,
Or take up arms against a sea of Profs
And by opposing, end them?
To study; to sleep no more; tho by a sleep
We say to end the contemplation of the thousand
Cursed flunks that students fall heir to.
'Tis a consummation devoutly to be wished.
To sleep? To study? To study— perchance to pass—
Ay, there's the rub.

For in that cramming through the hours of night
What profanity might be given voice must give us pause.
There is the disrespect that makes
Calamity of the Christian soul. But who
Would bear the brunt of bawling-out,
The cheater's wrongs; professors' contumely,
The pangs of despised exams, the insolence
And spurns that patient condescension of teachers' mis-
deeds take,
When he himself might his quietus make
With a good time, and many flunks
Upon his record card?

Who would the patience have to groan and sweat
Under a weary, irksome, college life,
But that the fear of something—('Tis the dean—
That undiscovered realm from whose bourne
No student e'er returns as happy as he went—)
Puzzles the will, and makes us bear these ills we have,
Than fly to others that we know not of?
And thus professors do make slaves out of us all.

—The Exponent.

## Haviland Stevenson

THE death of Haviland Stevenson on December 1, in Arlington, Massachusetts, after a lingering illness since July, removes from the educational publishing field one of its best known and most respected personalities. For over a quarter of a century he has been identified with Silver, Burdett and Company, first as general agent and later as its president, and in his opportunities for wide contacts he has drawn countless friends to him from among the teachers, educators, and publishers of the country.

Born in Aiken, South Carolina, January 29, 1864, he experienced during the reconstruction period in the South the result of some of the war's deprivation and hardship, a knowledge which later was to profoundly affect his sympathies during the World War. He graduated in 1884 from Washington and Lee College. He also graduated from the law school of the University of Virginia.

For a time he practiced law in Bartow, Florida, and later in Washington with the law department of the Interstate Commerce Commission. In 1894 he transferred to the United States Treasury Department, Immigration Bureau, with special assignment from the Department of Justice to prepare and try cases under the Chinese Exclusion Act.

In 1900 he entered the employ of Silver, Burdett and Company, and won rapid advancement until he was entrusted as general agent with large adoption campaigns. His legal training, scholarship, and military background equipped him for eminent success.

In 1909 Edgar O. Silver, the president, died, and the presidency passed to the late Arthur Lord of Boston, long known as the spokesman for the New England tradition, because of his position as president of the Pilgrim Society and president of the Massachusetts Historical Society. These patriotic duties added to the exacting demands of a law practice prevailed upon Mr. Lord to resign as president of the company in 1914, but to remain on the Board of Directors as general counsel.

Thus in the critical days of the war Mr. Stevenson was called to the head of the firm when business conditions were to test his leadership. In the face of skyrocketing costs of raw materials and of doing business, the textbook industry was saddled with contract prices, and in 1918, as president of the Educational Publishers' Association, he urged that body, at its Atlantic City meeting, to appeal "to legislative committees on education, to governors and attorneys general, to school boards, and state and city superintendents that we be allowed to do our business on clean and sound business principles."

Beginning in 1919, death deprived him first of the services of Frank W. Burdett, one of the founders of the company; and in succeeding years, the treasurer, Albert E. Carr; the general counsel, Arthur Lord; and other trusted and long-valued associates and directors. Impeded by these business and personal losses, he effected a re-manning of the organization and guided it through the financial rehabilitation which all business faced in the post-war period. In spite of his financial and general agency duties, he found time and sympathetic interest to sponsor a big program of expansion. Important series of new textbooks were contracted for, and the personnel of the company was geared to a higher degree of efficiency to launch this new educational program consistent with the advancing science of teaching. Moreover, to effect a greater efficiency through centralization, the main office was moved from Boston to Newark, New Jersey, in 1922.

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## Textbooks as Students See Them

By NORMAN FENTON
Ohio University, Athens

THE difference in viewpoint of students and instructors is perhaps nowhere more obvious than in their reaction to a textbook. The instructor is likely to concern himself first with the name of the author, the institution with which he is connected, and the position he holds. He will open to the preface very early in his examination of the book. The ordinary college freshman or sophomore (as measured by his reactions to questions) is not especially curious about any of these facts. The writer and his colleagues have found that a surprisingly large proportion of students when asked (on examinations occurring about the end of the first month of the course) the name of the author of the text, the institution with which the author is connected and the position he holds there, are ignorant of these things; even the title of the book is often unknown.

As for the preface, the average student is little concerned with it. In testing out this latter fact, two sections of beginning students in psychology were asked after the course was half over, whether they had read the preface to the textbook in the course (Woodworth's Psychology, A Study of Mental Life). The returns were anonymous. The students were told that the question was asked merely out of curiosity and that they would, of course, not be graded on their answers. Of the total group numbering 83, only 18 or 21.7 per cent. had read the preface; of these eighteen only one remembered anything read therein.

The preface to a textbook is probably of little significance to the ordinary student. It is written usually more with the instructor in mind than for the student. The name and position of the author of the text is a more important fact for the student to know. It is an instructive question on examinations, for it is answered correctly

by practically all students the *second* time used; though about half or more miss it the first time.

The introduction to a book, if written by an important authority of whom the students have heard, is read to a greater extent than the preface. Professor Terman's introduction to a supplementary text in the course. *Self-Direction and Adjustment,* was read by 59 of the 83 students, or 71.1 per cent.

The name of the publisher of the book, in the writer's experience, is rarely known by students. Only one student of 56, after having the text for more than half a semester, knew the name of the publisher of Woodworth's Psychology.

These returns are from a rather typical group of college students. The study indicates that these students accept assigned textbooks with a notable lack of curiosity regarding their origins. The implication is that our general teaching system is at fault in failing to arouse a more questioning attitude toward such books.

## The Old Kitchen Stove

By NORA MORTON ATHERTON

Madison, S. D.

While sitting tonight by the wide open fireplace
My thoughts wander back to those days long ago
When with sisters and brothers, we gathered together
With father and mother around the Old Kitchen Stove.

The oven door open, with warmth oozing from it,
And six chairs snuggled closely, all in a row,
There was shoving and crowding around that old oven
To find room enough for so many small toes.

With chair tilted back at a dangerous angle,
Father, weary and tired, yet carefully chose
The news of the day, his pipe and tobacco,
And settled down for the evening by the Old Kitchen Stove.

Or bring forth the old fiddle from its nook in the parlor,
There's no sweeter music wherever I rove
Than those old-fashioned tunes as played by my father
On those long winter evenings by the Old Kitchen Stove.

With Mother close by in the old family rocker,
Humming a lullabye to the babe of her brood,
Planning the meals for the coming tomorrow,
Hot from the oven of that Old Kitchen Stove.

Those white fluffy biscuits, all abursting open,
The smell of smoked ham, only a memory I know,
But no banquet can equal those big family dinners
As cooked by my mother on that Old Kitchen Stove.

The fire would burn brightly and sparkle and sputter
But here were no thoughts of the winter and cold,
Enough wood had been gathered by father and brothers,
To burn through the winter in that Old Kitchen Stove.

The hearth out in front that held all the ashes,
And the bright fiery coals that fell through the grate,
Held much hidden magic for small childish fancies,
And lessons learned there we'll never forsake.

You may live in a mansion or steam-heated houses,
You may dwell in a castle all sheltered from cold,
But give me a cottage with love as its motto,
Be it ever so humble with an Old Kitchen Stove.

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# School Problems

## Edited by a School Executive

*58. If corporal punishment is necessary who should do it?* (Maine.)

Corporal punishment is always a confession of failure, not knowing what else to do. Consequently that "if necessary" indicates a last resort. Granted therefore that such a stage has been reached and after careful consideration the teacher makes up his mind to try corporal punishment the teacher himself is the person to do it. It is a mistake to ask a principal to do it. A third person never really understands the relationships that have led up to this climax, and this gives the pupil a feeling of injustice. If the pupil has an idea that the teacher, particularly if she is a woman, could not administer it, but had to appeal to the principal, the teacher's influence has a decided fall in value. No teacher has a right to ask a principal to inflict corporal punishment for her. She must do it herself, both for the sake of the pupil and her standing with the class.

Corporal punishment is of the past, the days when fear reigned. Today we don't have to use corporal punishment. There are so many other ways, ways of interest, sympathy and understanding, of reaching the most difficult pupil. Can you run your school on a basis of courtesy and use corporal punishment? No, not without being a hypocrite. You must find some other way.

*59. Has our modern craze for efficiency carried us into school buildings altogether too large?* (Massachusetts.)

Some of the buildings are too large, but I wouldn't agree that the craze for efficiency was entirely to blame for it. Many other factors have entered in, such as lack of space and congested populations. A building housing two thousand is too large. Development of individuality is bound to suffer. The human side of education is often lost in the whirl of a great institution. On the other hand we may err sadly in using this argument to promote very small buildings such as those of one, two, or three rooms. With such small units scattered all over a town grading and other benefits of a modern system are impossible. Some of the best work I have ever seen has been in buildings ranging from eight to twenty-five rooms. We need to guard against both the too large and too small building.

*60. Has a teacher a right to send a child home to clean up?* (Wisconsin.)

Certainly. Sometimes it is the only thing left to do. Any teacher who will tolerate dirt will have it to contend with. She has a right to demand that the children come clean. If she works in the slums she may have to educate her pupils up to her own concepts of cleanliness before she can get it, but in most schools she will get about what she will accept.

*61. What should we expect the school nurse to do?* (Connecticut.)

What she can do depends upon her training and personality. A school nurse's position is a very important one, and we have been satisfied with too little in the past.

Besides being a graduate from a regular hospital a school nurse needs to have special training for her job, training that includes children's diseases, pedagogy, psychology and sociology. She should also understand the principles of physical instruction and be able to co-operate with all the other workers in the health department. Where are we going to get such a person? Oh, there are a few. If you cannot get but part of this to start you can make it worth her while to study as she goes. One of the mistakes we've made in the past is not to put the nurse on the same professional plane as our best teachers.

After acquiring a well-trained, specially adapted nurse we may expect her to work with the doctor examining the children, oversee the weighing and measuring, follow up adenoids, enlarged tonsils, underweight and other physical ills with the home and with school. She needs to work in co-operation with the classroom teacher, physical instructor, school dentist, and board of health. From thirty to fifty per cent. of her time may be profitably spent in home visits depending on the size and type of her community.

She can be of great assistance in corrective classes and clinic work. No need to say she should work under the superintendent or head of the school health department.

*62. Should a teacher get credit for travel?* (Virginia.)

It is a very good plan to give credit for travel on the same basis as you recognize study in normal or college courses. A teacher usually gets much more from six weeks' travel than she can from any summer school. Summer is the only time most of our teachers have for travel, and summer study has cut in on it seriously, cut in on travel from both time and money viewpoints. Teachers are accused often by the social world of being narrow-minded and uninteresting. Their social opportunities are usually quite limited. Therefore any encouragement a school board can give them to travel six weeks or more is most profitable. This is being done in a few places, and teachers are getting recognition and compensation for travel.

# Duke University

By HENRY S. CURTIS

Jefferson City, Mo.

SELDOM, if ever, before has a great educational institution been able to begin under such auspicious financial conditions as those attending the inception of this venture at Durham, North Carolina.

Of course, Duke University is not strictly a new institution as Trinity College, its predecessor, has been in existence for a half century or more, and for a considerable time had been located in Durham. Trinity College, however, was a small denominational college with no promise of a nation-wide significance such as Duke University offers.

Durham is situated in the centre of the great tobacco region of North Carolina. Its chief interests have always been tobacco. Washington Duke, the father of the founder, had a tobacco farm a few miles outside of the city. He invented a new method of curing tobacco, and was accustomed to drive about the country to peddle his product to his growing body of customers.

At the close of the Civil War Lee's surrender took place a short distance away and the Confederate soldiers on their demobilization laid in a supply of Mr. Duke's tobacco. They were so much pleased that they kept sending back for it, and Mr. Duke no longer needed to peddle his product about the country. After a little he decided to move into Durham and extend his operations over a wider area. His eldest son, the founder of Duke University, finally organized the American Tobacco Trust of which he became president. The enterprise proved enormously profitable, and soon the millions began to accumulate. During his later years Mr. Duke put most of his money into electric power, so that, at his death, the majority of his fortune was invested in the Duke Power Company and the Southern Power Company, which was one of its subsidiaries.

At his death Mr. Duke left the bulk of his fortune to educational and health projects covering the States of North and South Carolina. As to just how much this was no one knows, as the bulk of his fortune lay in stock of the Southern Power Company, the value of which fluctuates from time to time, and can never be definitely determined.

According to the conditions of the will 25 per cent. of this legacy is to accumulate until the total amounts to eighty millions. Of the balance 32 per cent. goes to the endowment of Duke University, 32 per cent. for hospital and health work in North and South Carolina, and the balance to a series of educational and philanthropic enterprises.

It is believed at Duke that the eighty-million mark is nearly reached. The 32 per cent. of the balance, however, does not represent all that Duke University has received and is receiving as there is outside of that some twenty-three millions which is now going into the erection of the buildings of the University itself. Five large buildings have been completed and ten others are now nearing completion on the women's campus while the campus of the Medical School and the campus for men are only now being graded and put into condition. The men's campus contains 5,000 acres. They are now creating a series of lakes, cascades and fountains, laying out the streets and starting the foundations of the buildings.

Besides the founder, however, a second son of Washington Duke, B. N. Duke, has always been a friend of the University and has every year furnished a considerable amount of the running expenses and made up any deficiencies. There has recently been created in his honor a special B. N. Duke Endowment Fund, which now contains about two millions, and which will probably have considerable more in the end. As to whether B. N. Duke also contemplates leaving his fortune to the University is not known.

While many things in regard to Duke University are still in doubt, there can be no question but that Duke is already much the wealthiest University in the South and that it will soon be one of the largest. It may well play, in coming centuries, some such a roll for the South as Harvard and Yale played in the earlier centuries for the northern and eastern states.

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**Since character is higher than intellect, we need to turn our thoughts to a consideration of character as a supreme end of education; to set ourselves the task of devising ways and means for the development of personal character and for its expression in terms of social and civic service.**

**—Randall J. Condon, Supt., Schools, Cincinnati.**

# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## The Seven Broken Jars—I

There was once a steward who had seven broken jars. They sat high on a shelf in the basement of the great mansion. When the sun shone at its rising its long, white beam rested on them, one after the other. At such times they looked very beautiful; the seam in the first was hidden in the shadow of the light, the broken spout of the second was beautiful to see; the ear of the third took on a golden glow that glorified it; the broken and mended leg of the fourth seemed full of its old-time strength; the plastered-up hole in the fifth seemed a quaint decoration; the cracked handle of the sixth seemed strong enough to do the day's work and the chipped lip of the seventh seemed scalloped on purpose by a master hand. At such times, when the steward came to his jars, his eyes smiled and he stood and looked at them. Then out of the first he would pour a little oil, "For the king's table," he would say. "Much as I take there seems always to be plenty more." Then out of the second jar he would dip a little honey, "For the king's pleasure," he would say. "The bees must hive in this blessed jar, for its honey never fails." Then out of the third jar he would take a little myrrh, "For the king's altar," he would say. "Surely the soul of all fragrant things is hidden in this jar, for it never fails." Then out of the fourth he would take a cup of clear water, "For the king's hands," he would say, "Through the bottom of this broken jar the springs of the earth must feed, for its supply is as limitless as the sea." Then out of the fifth he would take a little gold, "For the king's poor," he would say. "Like the heart of a noble man this jar coins thoughts of love into golden deeds." Then out of the sixth he would take a royal gem, "For the king's noble ones," he would say, "to be worn like the morning star on their white foreheads. Of recompense for things nobly done, in this jar there is never any end." Then out of the seventh he would take a pale blue flower, "For the gentler ones of the king's household," he would say. "To be worn in their hair when they pass before the throne." Now it happened that the steward was old and the day came when a new steward was appointed to take his place. As the two went from room to room the first day, they came, at last, to the broken jars. There was no sun to soften their ugliness. In the gleam of the torch they shone only as ancient, broken and battered things.

(To be continued.)

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## The Seven Broken Jars—II

"I shall clean these all out," said the new steward. "I shall cast them all into the moat beneath the castle's walls." "Brother," said the old steward, "wait until you see the sun's finger on them in the dawn. You judge now by their outsides only, half seen through the darkness of this cellar's gloom, but in the light of the sun's love each jar is a thing of beauty and contains a treasure beyond price." Now the new steward was a headstrong man and would not listen and when the dawn came the jars lay broken in the moat outside the walls. There was a strange fragrance in the air where they lay, and blue flowers ran everywhere, and bees flew busily about among them and pieces of gold clincked happily amid the rocks, and jewels caught up the sun's ray and bandied it about like dancing balls. And as the new steward saw all this he grew frightened and went before the king and said: "Woe is me. Because of their broken bodies I have cast seven jars into the moat and now, too late, I see that each held a treasure beyond price." "Woe is you, indeed," said the king, "and to all such who judge my jars by their seams and their broken handles and look not to see the choice treasure housed within. Know you not that the toiling hand is calloused and the toiling back is bent and that life deals out its hardest knocks to those who labor in hard places? Is there no recompense for all this? The recompense is found in them, behind the seams and the broken handles, in the ever-growing treasures of the spirit world."

## The Vizier and the Fool—I

The robber stood before the judgment seat of the just king. "Sire," said the vizier, "this man has laid in wait for many and taken their goods from them." "For that he shall be beaten," said the king. "He has not only robbed people of their goods," said the vizier, "but he has slain those who resisted him." "For that he shall hang at the crossroads," said the king. But the fool who sat at the king's feet laughed. "Why do you laugh?" asked the king. "At the sight of a whole man hanging for the deeds of only part of a man." "Speak out," said the king, "what do you mean?" "Well," said the fool, "here is a robber and slayer of innocent people. He is, of truth, a bad man, but there is also good about him. He has some sort of love in his heart for something; he sometimes does a generous deed; no doubt he has helped a brother in his time of distress; moreover, he is a man, my lord, and has possibilities of reform. I laugh to see such a creature hanging at the crossroads for deeds done, perhaps, in a single hour or day." "Nonsense," said the vizier. "This man is totally bad. He has no love for anyone." "What I say is true," answered the fool. "There is no human being born into this world without love." The king sat with his chin in his hand in thought. He had found the fool wise and the vizier a fool full many a time. At last he said: "Remove the man!" Now, when the man had been jostled beyond hearing the king said: "It is bitter cold without; the snow flies and a storm rages. Take this man to my hunting lodge and set him free. Build up a huge fire for him in the chimney place and give him food and when night comes leave him, but this I charge both of you; no matter what happens do not leave your place of concealment near the cabin door. You are my eyes, tonight, not my hands or feet. In my own way I shall provide all that is necessary." Then the king called his blacksmith before him. "Take this robber's shoes," said he, "and set upright in the soles five rows of nails, so that only with great torture can this man walk. Strap on these shoes with bands of steel so that they cannot be removed and see that this man is carried to the lodge and placed in the softest chair before the fire." Then the king called to him another servant and he said: "Take an infant of seven weeks and wrap it up well so that it cannot suffer and tonight in the height of the storm set it near my hunting lodge where a person within can hear its cries. Do you watch, my friend, lest the child be left to suffer in the storm. If in one half hour the door of the hut does not open, remove the child and bring me word."

(To be continued.)

## The Vizier and the Fool—II

That night the vizier and the fool shivered before the door of the hut. "A nice fix you have got us in," said the vizier. "A fool suffers just as much as a wise man," answered the fool.

"While we shiver until our teeth chatter behold how the robber warms himself at the great fire. See him eat dates from the store on the table near his elbow; see him smile at the strangeness of it all." "Strange it is," said the fool, "why does he not escape? Beyond the light of the door the darkness of this storm would hide him from all pursuit." "The king is wise," said the vizier. "Did you hear a child's cry?" asked the fool. "I have been hearing it for five minutes," said the vizier, "but fancied the noise I heard was the sound of the wind piping under the eaves." "What shall we do? Shall we let it perish?" asked the fool. "The king is wise," said the vizier. "If this is part of his plan it is a strange part, but look, the robber hears the crying also; his head turns towards the door. Now he rises. There is agony in his face. He suffers. Now he drops on his hands and knees." "He is crawling to the door," said the fool. Just then the door of the hut opened and the robber crouched in the face of the bitter blast that struck him. Within the flames danced like demons in the chimney place and the candles fluttered out like wind-driven butterflies. Slowly and painfully the robber crawled out into the storm towards the crying child. He reached it and lifted it in his arms, but with its weight before him he could not crawl back to the hut. The wind swept over him; his hands froze in the bitter snow. He cried aloud for aid, then listened. Wrapping his coat securely about the form of the child he bowed his head and gathered strength. Then, with a groan of pain, he rose up and walked back to the hut and in through the door, closing it after him, and threw himself into the chair before the fire. "Someone lights the candles in the hut," whispered the fool. "I see the hand of the king," cried the vizier. "It holds a taper and goes in the darkness from candle to candle tip.

"The king is wise," said the fool, "and his mercy is great and his justice, also."

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## Homer

There was once an aged beggar, who wandered around the streets of a Grecian city, dependent for his crust of bread upon the charity of those about him. Miserable and often cold, suffering from the pangs that are never wanting to old age, he was also blind. On him life seemed to have heaped all its bitterness and gloom. And yet,—what words can state the difference between the bodily condition of this aged beggar and the royal nature of the spirit that dwelt in him? Without,—cold legs of flesh and blood tottered across the hard paved streets; within,—a giant rose up in mightiness with a strength that laughed at ten thousand years; without,—old sunken eyes saw nothing of the glint and glory of the earth; within,—the eyes of eagles, brighter than the very sun itself, pierced through the shell of earthly things, and saw within the very souls of men a hidden likeness to the gods; without,—a cracked, feeble voice lifted its quavering plea for bread; within, a voice, mightier than the crash of surf upon the shore, vaster than the long roll of summer thunder, spoke words of such wisdom and such power and beauty that the years could not contain them and they roll on today, filling the inner ears of men with majestic music. In time the poor old blind beggar dropped beside the way and died. His dust is part of Greece today, but his immortal words are part and parcel of the world. Homer dead is dust to feed the hungry roots of flowers, but Homer living is the inspiration from which the souls of men draw strength and beauty as the centuries roll. It is of this blind beggar and his great poem, the Odyssey, that the poet, Lang, sings in the following lines:—

THE ODYSSEY

By Andrew Lang.

So gladly, from the songs of modern speech
Men turn and see the stars, and feel the free
Shrill wind beyond the close of heavy flowers,
And through the music of the languid hours
They hear, like Ocean on a western beach,
The surge and thunder of the Odyssey.

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## What Have You Made of Yourself?

By James Ball Naylor

Malta, Ohio

You may boast of the fact that your work is complete—
That you've done what in youth you began:
That you've fashioned yourself—and from forehead to feet
You're a self-made and self-modeled man.
To the image you face in the glass you may bow,
And may brag of your prowess and pelf;
But the question I ask—and I'm asking you now!—
Is: What have you made of yourself?

Have you gazed upon glittering gold as a prize
Till you're blind to all beauties that bless?
Have you harkened to trade and its clamorous cries,
Till you're deaf to the voice of distress?
Have you figured your profit and counted your gain—
To the tick of the clock on the shelf,
Till your fingers are calloused and numb is your brain?
Is that what you've done to yourself?

Have you swaggered and sweat toward a glimmering goal,
Till the husk of your being is gray
With the dust of the road—and you've little more soul
Than a spiritless idol of clay?
Have you tempered yourself in the heat of the strife—
As the Dutch potter tempers his delf!—
Till you've lost all of sentiment, lost much of life,
And have made a glazed god of yourself?

Have you set up a shrine in the temple of trade,
To this god with the face of an elf—
To this pitiless man-modeled thing you have made!—
And then bowed down and worshiped yourself?
If you have, then I grant you the claim to be proud
Of your wonderful product and plan—
Of a work that the Lord has long since disavowed;
And admit you're a self-made man!

Or, perchance, have you kept your ears ever alert
To the wail of the weak and oppressed?
Have you kept your eyes keen in a search for the hurt,
The defeated, the lost and distressed?
In the black of the night and the blaze of the noon
Have you sacrificed leisure, and longed
To be helpful to man—till your heart is atune
To the faintest appeal of the wronged?

Though you've done all of this, you've no reason to boast,
My good friend, of your merit and might;
You are one—only one!—of the fast-growing host
Who aspire to the truth and the right.
To the image you face in the glass you may oow,
And may brag of your prowess and pelf;
But the question God asks—and He's asking you now!—
Is: What have you made of yourself?

# EDUCATION IN ACTION

## Detroit School Board Honors Mrs. Lindbergh

The Detroit Board of Education has voted to confer a gold medal of honor upon Mrs. Evangeline L. Lindbergh, mother of Colonel Charles A. Lindbergh, "in recognition of the great value to this Nation and the public school system of the qualities of motherhood she has exhibited." This and her qualities of "patriotism, loyalty, valor, heroism, courage, efficiency and the pursuit of the better and higher things in life" were cited by the board in adopting a resolution to confer the medal. Mrs. Lindbergh is a teacher in the Cass Technical High School in Detroit.

## To Dress Books In Bright Covers

The thousands of volumes in the circulating branches of the New York Public Library are about to shed their time-honored dull covers and blossom out in bright new bindings. After a year's experimenting in two branch libraries with gay bindings, library officials have determined that the public prefers its reading matter in bright covers and have selected some thirty new cover materials to replace the present dull reds, browns, blues and greens which, with continued usage, tend to become drab. The public library in New York City is the first in the country to experiment with and adopt bright colors for book covers. The purpose is merely to increase the exterior attractiveness of books so as to give the public added pleasure in its reading. The experiments proved that sample books in the new types of binding were much more in demand than the same books in the old bindings. The diversity of coloring also adds to the attractiveness of book shelves in the branch libraries.

## Resigns After 50 Years' Service

Although she resigned promptly on serving fifty years as a school teacher, Mrs. Hattie M. Palmer Wilson of Bismarck, N. D., has consented to act as unofficial chairman of the board of state teachers to give them, on request, the answers to their human problems. It took her a few days to regain composure after the wonderful tribute paid her by three generations of former pupils, at the old school, on her golden jubilee. "It seems only yesterday that I began teaching in 1876," she told the tribute-bearers, "and all my memories are sweet and fragrant. Our discipline has always been mild; happily, parents have done their part with me, for fifty years, most worthily and nobly. New days bring new ways. But the children are still boys and girls, eager to learn and willing to be taught; naturally clean-minded and wholesome, and looking to their elders for counsel and inspiration. If parents and teachers do their full duty by our young, the chances are that we shall raise honors to life."

## Print Egyptian Medical Book

The oldest book on medical science in the world, according to scholars, is ready for publication at the University of Chicago. It is an Egyptian medical treatise of the seventeenth century before Christ. The book is called the Edwin Smith Papyrus and was translated by Professor James Henry Breasted, director of the Oriental institute of the University of Chicago. The papyrus roll on which the knowledge of the ancients is inscribed is fifteen feet long, with writing on both sides. In book form it will make a volume of some 600 pages. Professor Breasted says the treatise is the oldest nucleus of really scientific medical knowledge in the world.

## Czechs To Revise School Textbooks

Dr. Milan Hodza, Czechoslovak Minister of Education, in his last report to Parliament, spoke at great length of the various schemes of economy and unification which had been drawn up for the purpose of better and cheaper administration, especially among the high schools throughout the state. He also emphasized the fact that all the school textbooks were now in the process of revision, so that henceforth they would contain nothing which could be construed as antagonistic to the sincere beliefs of any nationality, religious sect or class.

## Ore Taxes Help Build Schools of Minnesota

School superintendents earning $7,000 a year in million-dollar buildings are not uncommon in the small villages of the iron mining country of northern Minnesota. Big incomes from taxable ore properties provide the funds for educational expansion in a village that ordinarily would have only meagre facilities. Every town has a "melting pot" in the iron country and the funds go to help Americanize a preponderantly non-English-speaking population. Hibbing, one of the largest villages in the world, has a $4,000,000 high school building. There are thirty-nine different nationalities in the village.

## Calls Education Mass Production

Education today is conducted on a "mass production" basis, and it is the children of the "by-product" type, those who are above the normal level, who will be leaders in the future, according to Dr. Anna Y. Reed, professor of personnel administration at New York University. "Mass production has its by-products in education as in anything else," she said. "But when I say by-products, I am not thinking of things that are not valuable. Just as the by-products in industry have brought to this nation its great wealth, the by-products are the most valuable in education." Dr. Reed appealed to teachers to take a sympathetic attitude toward pupils who did not conform to the normal standards.

## Home for National High School Orchestra

A permanent summer camp in Michigan, near Interlochen, has been arranged for the National High School Orchestra, composed of about 300 high-school students from all parts of the United States, who have been selected by their communities as musicians of unusual ability. The tract comprises 350 acres, and includes a natural depression which will be developed into an amphitheatre, seating more than 20,000 persons. Here orchestra and band concerts and other entertainments will be given, and the small charge for admission will help meet expenses of the camp. Joseph E. Maddy, supervisor of music in the schools of Ann Arbor, is the originator of the idea, and is president of the newly formed National High School Orchestra Association, organized to establish and conduct the camp. The orchestra was first brought together in 1926, when a concert of 230 picked players from twenty-five states was the outstanding feature of the convention of Music Supervisors National Conference, held in Detroit. It was assembled again at Dallas, Tex., in March, 1927, when 268 players from thirty-nine states furnished music for the meeting of the Department of Superintendence of the National Education Association.

### Duce Orders School Athletic Tests

Games and gymnastics will from now on be obligatory in the elementary and secondary schools of Italy, according to a decree issued by Premier Mussolini. Students must now pass sports examinations just as they do history and arithmetic tests to be promoted or receive diplomas. Good citizens and good soldiers cannot be made from youths who spend all day indoors, says the dictator. Poor parents will have state aid in the purchase of sport outfits, just as they will for the black shirts and other Facist emblems which members of the Balilla, the Fascist child organization, must wear.

### School Children Sue Teacher for Slander

Four school children of the Town of Verona, N. Y., charging their teacher, Mrs. Ivy Davis, with slander, are asking damages of $1,000 from her in Supreme Court at Utica. The children, through their father, Stanley H. Dickson, charge Mrs. Davis said they "lied, stole and came to school in a dirty, filthy condition." The teacher, in a general denial, said whatever statements she made were in "the line of duty."

### Schoolgirls Form Non-Lipstick Club

Out of 500 girls between the ages of thirteen and sixteen enrolled in the Hatch Junior High School, Camden, N. J., 195 have joined a newly-organized non-lipstick club. It was organized at the suggestion of Miss Verna Summerill, of the science department, in a health lecture to the girls on the bad effects of cosmetics. The suggestion also followed complaints from other teachers that the girls were using lipstick neither wisely nor too well.

### Gift to Extend Free Legal Aid

Free legal aid in criminal cases, offered by the Northwestern University Law School, has proved so valuable in the first year of its operation that it has been given an additional endowment of $50,000. The legal service station is conducted at Northwestern under the James Nelson and Anna Louise Raymond Foundation. Mrs. Raymond's gift of $150,000 a year ago launched the activity. Satisfied with its accomplishment, she has just increased the amount to $200,000. The Chicago Bar Association and the United Charities co-operate with the law school in helping those in need of free legal defence in serious criminal cases. The philanthropy also serves to give students an opportunity to get practical experience under guidance of experienced members of their profession. Such experience is invaluable to the young lawyer, serving as a bridge between school and practice, usually a "tremendous jump."

### Cobbler, 77, Attending School

Louis Abramowitz, seventy-seven, believes in the maxim, "It is never too late to learn." Abramowitz is the oldest student of the approximately 30,000 who are attending the evening elementary schools of New York City. Three years ago he was an illiterate. Last year he knew enough about the English language and American government to get out citizenship papers. He is now taking elementary courses which will enable him to get a public school education. Regardless of rain, blizzard or storm, Mr. Abramowitz is sure to be in his seat when class starts, said Ignus Hornstein, principal of the school. Any evening will find him engrossed in his books, and with his shaky, gnarled hands laboriously writing out assigned lessons. He hasn't been absent or late for the three years he has attended school. "I'm a shoemaker by trade, and that's not like being a banker," he said. "You have to work for every penny and the hours are long. Now that my children are all grown and married I don't have to make so much. I have more time for myself and can get away evenings."

### Want Better Methods To Train Home-Makers

More and better instruction for American girls in the arts and sciences of home-making is the objective of a nation-wide drive initiated by the General Federation of Women's Clubs through its division of home economics teaching. "Too many school officials prefer to spend their appropriations on what they call 'cultural' courses," said Mrs. Joseph C. Gawler of Yakima, Wash., chairman of the division, "but the General Federation of Women's Clubs claims that the truest culture is that which translates itself in wholesome home conditions and fine family life. There are superintendents whose conception of home economics is 'cooking and sewing.' We want mothercraft, child training, hygiene, household management and parental education included in the courses offered our daughters."

### Collegians Better Than Represented

Severe criticisms made by elders toward general conduct and morality of college men and girls are unwarranted, since students are a lot better morally than represented, according to A. W. Defenderfer, general secretary of Delta Sigma Phi. "In fact in a good many cases the conduct of the students' elders is subject to greater criticism," he said. "What the youth of today needs is the confidence of its elders instead of destructive remarks. We hear a great deal about the wild parties in college and university towns, heavy drinking parties, and the continual dating of the masculine and feminine elements of the college population. But that side of college life has been emphasized too much. Fraternity men have the advantage over non-fraternity men, because of the strict observance of rules laid down by fraternities."

### Formosa To Gain Japanese University

A sixth Imperial University is to be established next April, the Japanese Ministry of Education having appropriated $500,000 for the purpose. The new university will be established in the colony of Formosa. There are four Imperial universities in Japan proper, and another in Korea, established a few years ago. The new university will be on a par with those in the homeland, the only difference being that the Governor-General of Formosa will take over the duties performed by the Minister of Education in Tokio.

### Commercial Science Thorn to Columbia

Commercial science is luring able men from the academic field to an alarming degree, according to Dr.


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*See Our Exhibit at the Boston N. E. A. Convention*

Nicholas Murray Butler, president of Columbia University. "Our problem at Columbia is a problem of men," Dr. Butler said. "We cannot find men of competence to succeed our professors who have served so long and ably and wish to retire. Especially is this true in the chemical and physical sciences and in geology and mineralogy, where commercial science now offers such rich rewards. In these fields we must take young men of training and standards and ideals and develop them into Columbia University men. We are more fortunate in the departments of law, social and political sciences and literature."

### Educators Collect College Work Data

Wisconsin educators are going to give high school graduates and their parents some of the information about probabilities of success in college work which now is locked up in technical journals and educational treatises. A committee appointed at the request of the City Superintendents Association of Wisconsin and including representatives of high schools, colleges, normal schools and universities, has decided to gather into a non-technical bulletin such information. The bulletin will be sent to all high school graduates and their parents, and it will come not from any one institution, but from the group. The bulletin will interpret for the layman the findings of the legion of educational specialists who have of recent years counted, measured, compared and correlated the effects of high school and earlier schools records and of personal aptitudes and interests of the student upon success in college.

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# TREND OF THE TIMES

COMMUNIST CHILDREN in Paris can find no fairy tales in at least one library. "Children should be taught only about real things and should not be misled by fancies," said Chief Librarian Voterro of the new Communist library just opened in a working-class quarter of Paris. The library, containing about 4,500 volumes, is open to working men and women. The latter may bring their young children with them.

FIFTEENTH CENSUS of the United States is now under preparation three years before the next decennial period. Basing its estimate on the past rate of increase, the bureau of census believes that the next census will show 124,000,000 people in this country. The task is a gigantic one and with each census the volume of work increases, the United States being one of the most rapidly growing nations in the world, declares William M. Steuart, director of the bureau.

INDIVIDUAL OWNERSHIP of worthwhile books is rapidly disappearing in America because of greater interest in other forms of reading, according to President Clifton D. Gray of Bates College. "Within the State of Maine there are four college towns. In not one of these centres of light and learning is there a store devoted exclusively to the sale of books," he said. Tabloids with bigger and better murders are now in popular demand, he asserted.

MUSICAL INSTRUMENTS, even after searching experimentations by the jazz age, remain in four simple classifications: Sonorous, such as gongs, bells and rattles; wind, such as flutes, bagpipes and horns; strings, like the guitar and piano; vibrating membranes, like drums, tambourines and throat horns. Most primitive races had them all.

NEW HOMES may now be built like skyscrapers. Within three hours after the arrival of a truckload of steel beams the steel framework of a six-room house was completely assembled. Builders of this "indestructible house" declare it will not burn, shrink, warp, settle or rot, that it is proof against lightning, tornado and cyclone. A saving of ten to fifteen per cent. is claimed over the cost of wooden framework.

WOMEN POLICE are employed in eighteen countries either in the regular force or as auxiliaries, according to a committee reporting to the League of Nations. With the solitary exception of South Africa, where police women were at one time employed in Cape Town, but were afterward discontinued, every country employing women police has expressed its entire satisfaction with the results.

NEW SLUMS REMEDY, as suggested by the Bishop of Southwark, the Rev. C. F. Garbett, in an address in London, would consist of labeling all tenement houses with the names of the owners so that everybody could read them. In London he said there are 100,000 people living in unsanitary conditions and in some cases in houses unfit for human habitation. In Liverpool, Sheffield and Glasgow tens of thousands are living in vile conditions.

DENTISTS are custodians of machinery that grinds thirty-seven billion dollars' worth of food yearly, an expenditure estimated as 41.7 per cent. of the entire cost of living. Dentists in the United States could not more than make a start in taking care of the decay existing in the teeth of the American people short of five years, declares an authority.

PERSONAL INJURY insurance premiums for automobile owners are increased sixteen per cent., the National Bureau of Casualty and Safety underwriters announces. This is due to an increasing number of claims because of increasing power and speed of automobiles and tendency of injured persons to claim and of juries to grant large amounts of damages.

"POPULATION OF CHINA in the year 1750 was 25,000,000 greater than that which the United States will reach about the year 1950," declares Dr. O. E. Baker, "and was increasing at about the same rate as the increase in the United States today. This rate of increase continued with greater or less uniformity for a century. China is now sustaining nearly four times as large a population as that of the United States on about one-half as large an area in crops."

BOOKS PUBLISHED in the United States total more than 200,000,000 yearly—an average of two for every man, woman and child who can read. Textbooks were the "most popular," leading with 78,641,843 volumes for the year 1925, with fiction in second place having 30,598,410. The entire publishing industry, including newspapers, magazines, books, and sheet-music, in 1925 included 22,725 establishments.

# The BOOK TABLE

WORLD HISTORY TO-DAY. By Albert E. McKinley, Ph.D., University of Pennsylvania; Arthur C. Howland, Ph. D., of the same university, and Matthew L. Dann, Richmond Hill High School, New York City. Cloth. 859 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The criticisms of school histories, however absurd they may be, make new school histories inevitable. There would have been new histories had there been no ridiculous criticisms, for the vast conventional public knows that history has been profoundly influenced by the events of the last twelve years.

Not alone by the events of recent times has history been influenced, but causes which have made history have been revalued. This "World History Today" would have been written quite largely had there been no World War, for the real reason for the writing of this remarkable book is the necessity of tracing the causes of the world as it was politically and industrially in 1900 back to their source.

Few of the traditional causes for the world as it was at the beginning of this century were valid even twelve years ago. The inventions, discoveries and philosophies, the science and practical arts of the years 1875 to 1900 had acted like an X-Ray upon every phase of history as it had been written.

In "World History Today" the publishers brought together men who had developed the habit of tracing everything that is today to its yesterday rather than to its day-before-yesterday, and this has produced a genuinely new trend in tracing history back through the various sources that have created the world of today.

History that has produced "World History Today" has been almost infinitely complex. No one man has done as much as we have been in the habit of thinking that he has done. No one invention or discovery stands alone in the creation of historic strains. The "World History Today" is invaluable as a historical moving picture.

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SILAS MARNER. By George Eliot. Edited with Introduction, Notes, and Study Helps by R. Adelaide Whitham, Barstow School, Kansas City, Missouri. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

One of the joys in being interested in life today and in having been interested in it when "George Eliot" was writing "Adam Bede," "The Mill on the Floss" and especially "Silas Marner" is to realize that children have read and grandchildren read these English classics as though they were written in their time as they were in our time.

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OUR LANGUAGE. By James P. Kinard, Ph.D., Winthrop College, Rock Hill, South Carolina, Mary Brown, M. A., and Florence Hopkins Rogers, both of James Ormond Wilson Normal School, Washington. Book One. Illustrated by Violet Moor Higgins. 350 pages. Book Two. Illustrated by Eleanor Osborn Eadie and Anna Gladys Peck. 223 pages. Book Three. 386 pages. Illustrated by same as Book Two. New York: The Macmillan Company.

There is much that is absolutely new in "Our Language" without being finicky or affectedly fussy. The first aim is *spontaneity*, incentive for self-expression in language, saying what he thinks as he thinks it when he thinks it.

Second, the book and the teaching are to provide opportunity to promote spontaneity. Third, the pupil's *desire to be correct* in his oral and written expression of thought. Fourth, a *taste* for *accepted style*. Fifth, enjoyment of *practice* for *improvement*.

The authors prove themselves artists in developing skill for the creation and promotion of efficiency in each of these aims, but their highest professional virtue is the use of what the teacher has known instructively rather than indulge a passion for being told where to look for ready-made ideas. This virtue is passed on to children, who acquire the habit of testing their own language efficiency by their enjoyment in using better language for those who hear them or read what they write with increasing pleasure.

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FUNDAMENTAL DANISH GYMNASTICS FOR WOMEN. By Dorothy Sumption, Ohio State University. Cloth. Illustrated. New York: A. S. Barnes and Company.

The Athletics for Women Series is especially valuable at this time when there is a crusade for physical education of girls and young women. The achievement of women in world championships in long distance swimming, in tennis and golf has given them front-page prominence in the daily press. The athletics of girls is no longer amateurish exercises behind closed doors, but their swimming, their basketball and tennis games are with boys on the same plane as with other girls. They swim as well, hike as long, and play basket ball as skilfully as the young men.

This means as much for character as for health, for ethics as for athletics, and the A. S. Barnes Company of New York City is doing more to promote the ennobling of womanhood than all other publishers combined. "Fundamental Danish Gymnastics for Women" is one of their famous contributions to this great cause.

---

UNDERSTANDING GREAT POEMS. By Samuel Marion Lowden. Cloth. 340 pages. Harrisburg: Handy Book Corporation.

Here are gathered thirty important poems studied for interpretation in an unusual way. We have no way to emphasize the elaborate plan by which the author makes it easy for any one to understand these great poems. Fourteen pages are devoted to a study of Gray's "Elegy," which has been loved and memorized for almost two hundred years, but has never so far as we know been known and understood by students even as Lowden makes it understood in these few pages.

The next sixteen pages are devoted with equal skill and devotion to "Forty Singing Seamen" by Alfred Noyes.

With the same admiration and affection does Lowden promote Robert Browning's "My Last Duchess" and Robert Frost's "Mending Wall," Walt Whitman's "O Captain! My Captain!" and Kipling's "Recessional," Edwin Markham's "Man With a Hoe" and Amy Lowell's "Purple Grackles."

In promoting the understanding of these thirty fascinating poems there is a wealth of information, biographical and artistic, such as we have never enjoyed in any one book and we know of no one book that will do as much in the promotion of as wide a range of literary interest as in "Understanding Great Poems," by Samuel Marion Lowden.

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TESTS AND MEASURMENT PROGRAMS IN THE REDIRECTION OF PHYSICAL EDUCATION. By Frederick Rand Rogers, New York State Education Department. School Administration Series. The Strayer-Englehardt Administration Series. Bureau of Publications, Teachers College, Columbia University.

Theoretically, boys and girls in school play games for the physical good that may come from their participation in them. Actually boys and girls, more particularly boys, are being exploited by coaches and by the public in order that winning teams may be developed and championships won. This situation has only partially been

met by the state athletic associations and other bodies that have sought, by means of rules of eligibility and by means of other control, to free interscholastic athletics from the charge of professionalism.

There is an added zest in keen competition, but it is not well for any group of boys and girls to play against other teams inferior to them in physical stamina or skill. It would be well if all children participated in athletic games and still better if the percentage of winning over a period of years were to be kept close to fifty.

If the desirable features of competitive athletics are to be kept and the undesirable ones eliminated, it will be upon a basis of a measure of the ability of the boys and girls competing and the organization of teams equally matched. In order to accomplish this result it is necessary to have a basis for the measurement of the individuals who compose a team. Dr. Rogers has developed the technique essential for one who would achieve the best physical and ethical results. In contrast to the rapid advance in the utilization of mental measurements, measurement in physical education has languished. The measures taken often failed to affect either methods of instruction or classifications of pupils. It is probably a direct consequence of failure to measure purposefully or even to use significant measures that physical education has not yet attained a commanding place in the regard of educators.

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RELIGIOUS EDUCATION ON PUBLIC SCHOOL TIME. By Floyd S. Gove, College of Education, Drake University, Des Moines. Harvard Bulletins in Education, published by Harvard University, Cambridge, Mass., 1926.

The problem of religious education is an old one, and a changing one: and if the evolution of religious concepts does not keep pace with the ever-changing social, economic, and intellectual development, religion becomes a disintegrating rather than an integrating force, a drag on society rather than an aid to greater achievement in social living. In presenting the results of this study, Professor Gove is not seeking to make a brief for any existing system of religion or for the perpetuation of creed, dogma, or institution.

"Since, however, we must build on the basis of the old with due respect to the importance of the present and the past as conditioning factors, I assume that progress will come through the modification of existing agencies, that there is a stabilizing influence in the old which is essential to permanency. Moreover, much as I might like to see certain types of indoctrination banished in the interests of democracy and immediate social welfare, and much as I might like to institute teaching in harmony with my own religious thinking, I recognize the principle of freedom in religious thought and my own incompetence to judge as to the finality of religious values. And although I am perhaps open to the criticism of being a 'theological jay-walker,' cutting across many of the traditional paths of thought, I can see nothing but chaos as the result of a universal disregard of paths marked out by the experience and suffering of the race, and, certainly, confusion and a blocking of progress through any program which is revolutionary rather than evolutionary.

"In general, writers on the subject are interested in the perpetuation and extension of existing dogmas and institutions. Frequently, mere statement of denominational affiliation is sufficient to reveal the trend of reasoning used. He has attacked the problem, not as a member of any particular denomination, but as a citizen of a democracy for the preservation of which the general educational program is an important and essential factor.

"The purpose of this study is to discuss the need and place of religious education on public school time; to study the problems of organization and administration in detail; and to state conclusions growing out of study as to the value and probable advisability and means of further development.

"The method of approach is both pragmatic and philosophic. Selection of denominations and schools, of legal enactments, of aims, and of types of organization is made with reference to their contribution to the development of this phase of religious education.

"The chief sources of information for this study are: reports of denominational committees, of religious education directors, and of public school superintendents, reports and programs of schools in operation, state laws, religious-education literature, educational journals, standard texts and studies in school administration, questionnaires, letters, conferences, visits to schools in operation, and the writer's own background of experience."

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DE QUINCEY SELECTIONS. Edited with an Introduction and Notes by M. R. Ridley. Selections With Essays. By Leslie Stephen and Francis Thompson. Oxford University Press, 35 West 32nd street, New York City.

It is inexcusable for any one who pretends to be even semi-cultured in these days not to have a fairly clear idea of the personality of prominent British authors, because they are so clearly pictured by the great masters of their day that biographical sketches are works of literary art.

"Leslie Stephen on De Quincey," the first chapter in the book, is a work of art, as is everything Stephen writes biographically, and he has written more biographical masterpieces than any one else of whom we know.

But Mr. Ridley, the editor, puts more into fewer than two hundred words by way of characterizing De Quincey than even Leslie Stephen has done in equal space.

"A scholarly Puck with a taste for the macabre; a walking encyclopaedia; a critic with the intellectual keenness of a razor and yet the very type of 'the absent-minded man' for a modern Theophrastus; a connoisseur in crime who would not willingly have hurt a fly; the most retiring of men and a brilliant conversationalist; as gentle as a child with his friends and as pugnacious as a terrier in the printed page; soaring to the heights of imagination and descending to the puerile in controversy; opium-drinker, dreamer of dreams, historian and political economist; vendor of cheap paste and of flawless gems; this bundle of contradictions is De Quincey, one of the most provoking, stimulating, and fascinating figures in the long gallery of English letters."

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THE SUPPLEMENTARY READING ASSIGNMENTS. A Study of Extensive and Intensive Materials and Methods in Reading. By Carter V. Good, Teachers College, Miami University, Oxford, Ohio Cloth. 227 pages. Baltimore: Warwick and York, Inc.

Professor Good is a pioneer in adequately magnifying an interesting and important phase of supplementary reading. The only way to meet successfully undesirable reading in adult life is to establish a habit of enjoying the reading of worthwhile things in school days. This habit is not likely to be acquired by children and youth if left to themselves. The undesirable things sell themselves skilfully, while desirable reading is not trying to sell itself. It is above the tricks of selling worthless stocks by the Ponzi methods.

Professor Good is meeting this need of the hour in an exceptionally interesting way.

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## Books Received

"Two Essays of Lowell." Edited by Tucker Brooke. New York City: Henry Holt and Company.

"The Story-a-Day Book." By Nelle A. Holt.—"Provincial Society." By James Truslow Adams.—"The First Americans." By Thomas Jefferson Wertenbaker.—"The Emergence of Modern America." By Allan Nevins.—"The Rise of the Common Man." By Carl Russell Fish.—"Latin Syntax" (Form B). By Alexander Inglis.—"Reading and Word Meanings." By Edward William Dolch. 15 Ashburton Place, Boston, Mass.; Ginn and Company.

"Saplings—1927." Wabash Building, Pittsburgh, Pennsylvania: Scholastic Publishing Company.

"Practice in Vocational Guidance." Edited by Frederick J. Allen.—"Principles and Problems in Vocational Guidance." Edited by Frederick J. Allen. New York: McGraw-Hill Book Company.

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"How's that?"

"In order to save on his laundry bill, he hides his socks in the pockets of his pajamas."

**A Good Beginning**

Victor—"I would go through anything with you, dear."

Vera—"Let's begin with your bank account."—London Answers.

**Want Him Back**

'26—"A lot of prominent citizens of Syracuse want me to come back and live there."

'27—"Really?"

'26—"Yes, I get letters from the leading merchants every so often saying that they would like to have me come back and settle."—Orange Peel.

**Why Tommy Flunked**

School Ma'am—"When I was your age, Tommy, I could name all the Presidents without stopping."

Tommy—"Yes, but I betcha they was only about ten to remember then."

**In the Year 2000**

"My dear," said the old man tenderly, "today is our diamond wedding, and I have a little surprise for you!"

"Yes?" said the silver-haired wife.

He took her hand in his. "You see this engagement ring I gave you seventy-six years ago?"

"Yes?" said the expectant old lady.

"Well, I paid the final installment on it today, and I am proud to announce that it is now altogether yours!"

**Dangerous Crossing**

"Where did the car hit him?" asked the coroner.

"At the junction of the dorsal and cervical vertebrae," replied the medical witness.

The foreman of the jury rose from his seat.

"Man and boy, I've lived in these parts for fifty years," he protested loudly, "an' I never heard o' that place."—The Open Road.

**Safe!**

Bobby is three years old. He is a precocious child and on more than one occasion has rather startled his parents and their friends with his "wise cracks" and snappy comebacks. Just the other day he was playing with a neighbor's dog and persisted in pulling the animal's tail. The lady of the house came out on the porch and said: "Bobby, you'd better stop that. He's apt to bite you." "Not from this end," smirked Bobby as he gave the dog's tail another yank.—Philadelphia Record.

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### National Conference on Educational Method

The National Conference on Educational Method will hold two meetings at the time of the Department of Superintendence at Boston. The morning session on February 28, in Sanders Theatre of Harvard University, will be devoted to a discussion of the First Yearbook of the Conference. The Yearbook will be discussed from various points of view: "Surveys of Instruction," by Orville G. Brim, Ohio State University; "Ideals in Supervision," by Dr. S. A. Courtis, University of Michigan; "Democracy in Supervision," by Dr. William H. Kilpatrick, Columbia University. The program will be followed by the annual business meeting.

The annual luncheon of the Conference will be held at the Copley-Plaza Hotel in Boston at twelve o'clock Wednesday. The speaking to follow the luncheon will be: "Some Essential Viewpoints in the Guidance of Teachers." The speakers, with their topics, will be: Miss Belle M. Ryan, assistant superintendent of schools, Omaha, will speak from the point of view of the elementary schools; Dr. Philip W. L. Cox, New York University, will speak from the point of view of the secondary schools; Dr. W. C. Bagley, Teachers College, Columbia University, will speak from the point of view of the teacher-training institutions.

The Conference will maintain headquarters at the Copley-Plaza Hotel.

### What Is a Good Teacher?

By H. E. Conard

Editor "Ohio Schools," Columbus, O.

[Written in response to a suggestion of the need of such an article by J. Herbert Kelley, Pennsylvania School Journal, president of the Educational Press Association of America.]

The Great Teacher said: "By their fruits ye shall know them." There are superior teachers who are lacking in many of the outward and visible signs usually considered essential for a good teacher. There were good teachers, but a smaller proportion of them, in the days before pedagogy, psychology and specialization made their contributions to the training of every teacher. Likewise there are teachers who apparently possess all the personal characteristics thought to be essential to a good teacher and who can give scholarly discussions on any phase of the science and art of teaching, yet they lack that indefinable something called personality or personal magnetism which kindles in pupils a desire to achieve higher and still higher attainments.

A good personality is difficult to define, but it is a resultant of the combined effect of many factors in varying degrees. Among them are: voice, facial expression, genuine interest in others, enthusiasm, sincerity, common sense, culture and courtesy. It is revealed in the hand shake, bearing, dress and industrious application to the matter in hand, whether it be work or recreation.

It goes without saying that a good teacher must have a good character. One may have a good character without a good personality, but scarcely the converse. One may have a strong personality with a bad character. Children see through pretense and assumed virtue more quickly than do adults. They have a keen sense of right and wrong, of justice and injustice. To inculcate good character in pupils the teacher must have it.

Moreover, to teach effectively, the teacher must know facts clearly and accurately.

Beyond these qualifications there is a technique of teaching which must be mastered for maximum results of effort. Without it there may be failure to arouse interest, to hold attention, to secure purposeful effort, to make logical presentations or clear explanations. It enables teachers to

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gain co-operation and not to arouse antagonism, to stir rather than stuff pupils' minds, to discover latent talents and to foster them, to awaken and to inspire young people so that definite starting points for worthy careers may be fixed.

Personality, character, knowledge and technique,—all go into the making of a good teacher. The first two may be combined into one, thus leaving a trinity of indispensable factors.

## Forget It

By George W. Hibbard

Forget it, my dear boy, forget it,
That's the very best thing you can do;
It will do you no good to remember
The mean things that are said about you.
This life is too short to get even
For every mean act that you know;
So forget it, my boy, forget it,
Forget it, and just let it go.

Forget it, my dear boy, forget it,
For you see every knock is a lie;
Be decent, and never repeat it—
Just forget it and let it pass by.
You may think that the story is funny,
But to tell it you've nothing to gain;
So if it's a knock just forget it,
And never repeat it again.

Forget it, my dear boy, forget it,
For knocking's a very poor game;
It never made one fellow happy,
But causes much sorrow and pain.
When you chance to hear some fellow knocking,
If he's knocking a friend or a foe,
I want to impress this upon you—
Forget it, and just let it go.

Some say that a knock is a boost, boy,
Forget it, for that is not so;
A boost is a boost, and a knock is a knock,
It's the same thing wherever you go.
So when you hear somebody knocking,
Let them know that their knock is in vain;
For as soon as you hear it forget it,
And never repeat it again.

Many good men have been ruined,
And many good, pure women, too,
By a knocker starting a rumor,
And not a word of it true.
So if you hear some fellow knocking
A man's or woman's good name,
Just bet it's a lie, and forget it,
And never repeat it again.

—Exchange.


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